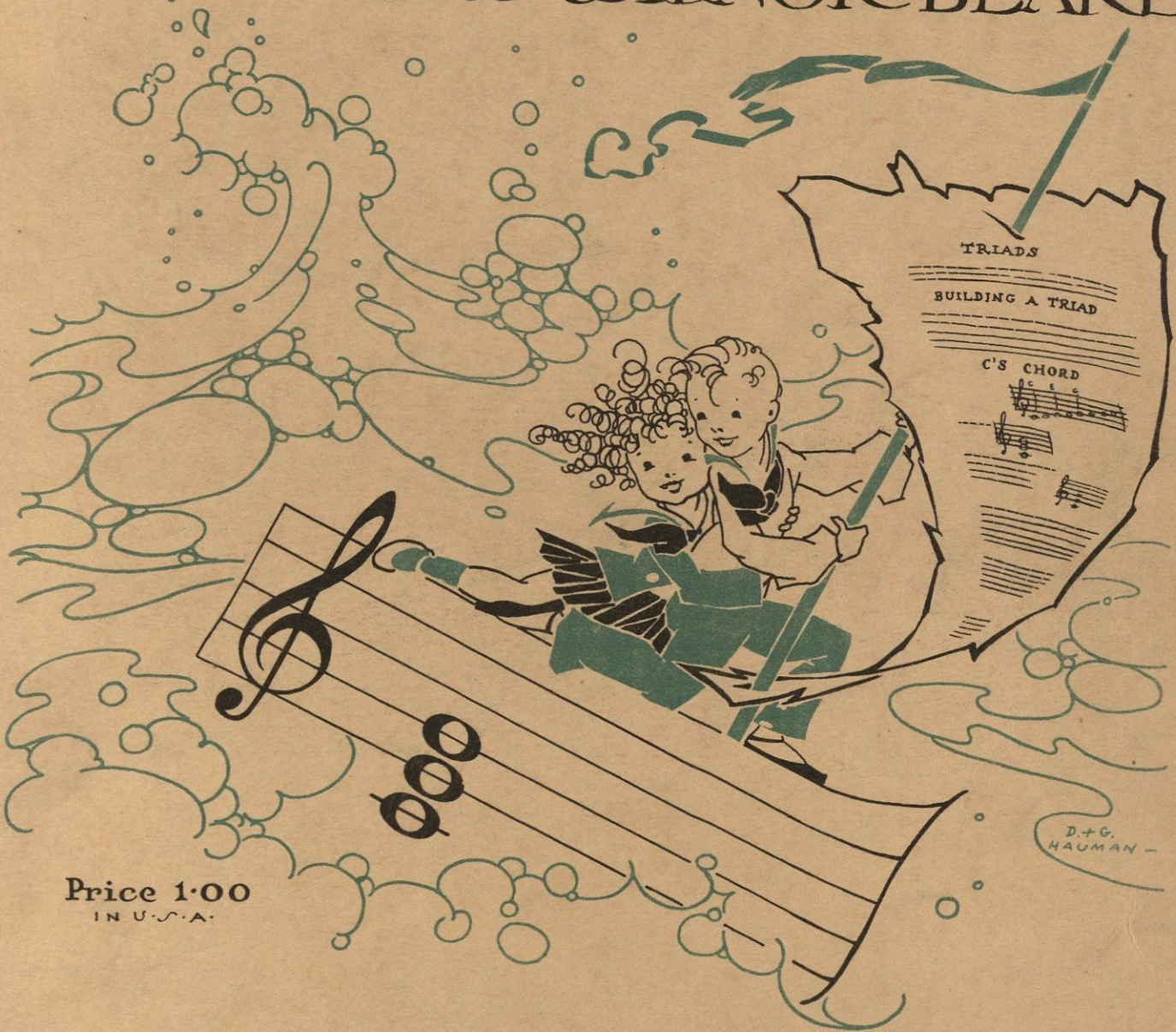


Leeds Miller February VII 19

FIRST STEPS IN CHORD PLAYING

The simplest way to better sight-reading and early composition

by DOROTHY GAYNOR BLAKE



Price 1.00
IN U.S.A.

THE WILLIS MUSIC CO., CINCINNATI, O.

SHATTINGER'S
331-39 Arcade Bldg.
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FOREWORD

The study of harmony is a broad subject and one which may be continued for many years. Taken up when the student has reached maturity it becomes an interesting subject. However, if it is begun as a separate study and is not wisely and closely associated with his other music-study, it will remain unrelated in the mind of the student and may never be practical or helpful. On the other hand, if it is presented to the *young* student at the piano and *with* his early piano work, step by step, anticipating each problem and need which arises, it will not only prove interesting and practical, but will also aid materially towards:

Sight-Reading

Accuracy

Memorizing

Confidence

Students learn the scale-tones when they first play simple melodies. They learn about INTERVALS when they begin playing two notes at the same time in one hand. This book has been planned to cover the next step—in which they meet for the first time and must play *three notes* at the same time in one hand. Children are frequently to be found picking out familiar melodies on the piano; they enjoy doing it, it seems a natural instinct. With proper early training they could just as easily be shown how to improvise accompaniments.

In this volume I have tried to give a systematic outline for chord presentation; to furnish musical material that is easy to play and which is adapted for analysis. Also to make the text so direct that the student will be able to help himself in the absence of the teacher.

It is not necessary that the pupil shall learn all the terms and definitions given, but it is advisable. *Children generally like to have definite names for things.* The principal object is that he shall learn

FIRST: To *hear* the chords in their various positions and anticipate their natural progressions.

SECOND: To *see* and recognize at a glance the written chords in any position on the staff.

THIRD: To *play* the chords quickly and accurately—his hands reaching instinctively for whichever position is represented on the staff.

That part of chord-study which teaches the various intervals found *in the chords* is particularly important and will most directly contribute to all three phases, especially the second and third, both of which are essential to good sight-reading. The pupil who, at a glance, is able to distinguish whether the second, third or fourth is uppermost will certainly find the chord on the keyboard much more quickly and accurately than the pupil who must read the notes separately and as an unrelated group.

At first a pupil can only identify the chord quickly and definitely if three notes are in a "close position." Later he will recognize the same chord even though one note may be played by one hand and the others by the other hand. His mastery of the first step will determine how quickly he can progress to the second.

The section referring to Melodic Musical Chord Resolution is *very* important. Melody is beautiful—melody *in* chords is also beautiful and the rules concerning chord progression were, therefore, evolved for *beauty's* sake long after the first music was written. For this reason, the *beauty of sound* should be stressed in preference to the hard and fast rule. If the ear is attuned to *the movement of voices in chords* it will be much easier to write and play correctly. The result will be sensitized discrimination and musical *good taste*.

Because this book was intended for groundwork it has seemed best to avoid widely separated notes of one chord in "open position" and also technical and rhythmic difficulties which might interfere with the pupil's perfect mastery of the task before him. The index is planned so as to supply a guide for ready reference.

QUICKER SIGHT-READING

GREATER CONFIDENCE AND ACCURACY IN CHORD PLAYING

GREATER MUSICAL INTELLIGENCE

To these ideals this volume is dedicated.

Dorothy Gaynor Blake

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TRIADS

A CHORD is a group of three or more tones SOUNDED TOGETHER.

A TRIAD is a chord of THREE tones, containing a ROOT, a 3rd and a 5th.

A TRIAD may be built on ANY KEY.

BUILDING A TRIAD

A TRIAD is made up of a ROOT, a 3rd and a 5th.

THE ROOT may be ANY TONE.

The 3rd is so-called because it is the THIRD scale tone ABOVE the ROOT.

The 5th is so-called because it is the FIFTH scale tone ABOVE the ROOT.

In counting upward to find the 3rd and 5th, ALWAYS call the root ONE.

EVERY CHORD is NAMED for its ROOT.

C's CHORD

Locate the THREE TONES that make C's CHORD.

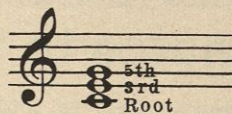


Sound them TOGETHER



WRITE them on the BLACKBOARD or in your NOTE-BOOK

this way G—5th
E—3rd AND this way
C—Root



This is called the ROOT POSITION.

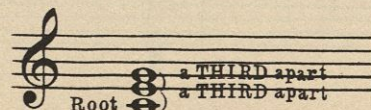
RECOGNIZING THE ROOT (Root Position)

The ROOT is C.

The 3rd of this chord is a THIRD above the ROOT.

The 5th of this chord is a THIRD higher than the 3rd of the chord.

{ When ANY chord of three tones contains two
THIRDS, ONE ABOVE THE OTHER, the
ROOT is ALWAYS AT THE BOTTOM. }



Root Position - Right hand

Root Position - Left hand

C's CHORD

Root position - Right hand

Down Stream

1

In our ca - noe, Light-ly we two drift thro' the swift gleam-ing wa - ter.

Pad-dles a drip, Si-lent we slip down with the wind-ing stream. *Left hand over*

C's CHORD

Root position - Left hand

Fifteen Minutes to Seven

2

Thro' the door he pops his head all day, "Cuck-oo!" "Cuck-oo!" When it's

time for sup-per then he'll say, "Cuck-oo!" Cuck-oo!" "Cuck-oo!"

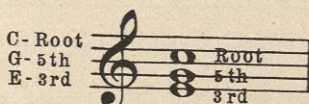
INVERSIONS OF C's CHORD

The word INVERSION in music means that the ORDER of the letter-names and tones in a chord has been CHANGED. The LOWER becomes the UPPER.

As an example:

C's CHORD is:  This is called the ROOT position.

We may arrange the letters in different order and when C is moved (inverted) from the BOTTOM to the TOP thus:

to the TOP thus:  This CHORD is called the FIRST INVERSION.

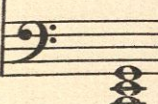
Now we will move (invert) E from the BOTTOM to the TOP thus: 

this CHORD is called the SECOND INVERSION.

It is still C's CHORD and C is the ROOT in all three positions.

PLAY the Following

C's CHORD

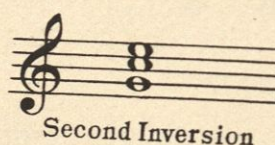
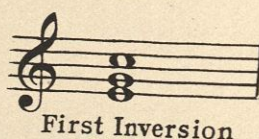
Root position	First Inversion	Second Inversion	Root position	First Inversion	Second Inversion
					
					

RECOGNIZING THE ROOT

INVERSIONS

The student can easily recognize an inversion of any triad by its APPEARANCE on the STAFF. The three notes of a triad in its ROOT POSITION are always equally distant, that is, a third apart, one from the other.

In the inversion, two of the notes are more widely separated:—

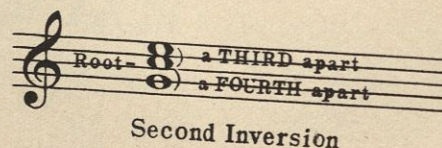
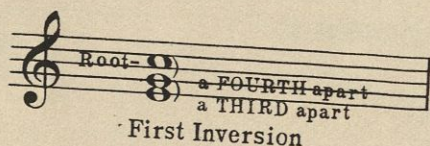


The student should now count up from G to C. He will find that C is the fourth tone higher than G. C is therefore a FOURTH above G. This greater distance between two of the three tones is our best help toward recognizing the INVERSIONS and their ROOTS. The ROOT position contained two THIRDS, one above the other, and the ROOT was AT THE BOTTOM.

The FIRST INVERSION contains a THIRD and a FOURTH.

The SECOND INVERSION contains a FOURTH and a THIRD.

When any chord of three tones contains a THIRD and a FOURTH, the ROOT is ALWAYS AT THE TOP OF THE FOURTH.



Suppose three boys, Bob, John and Bill went coasting. They have only one sled, so all three ride together, each lying flat on the back of the others. It is a heavy load for the one on the bottom—so each takes a turn at riding on top.

But—does their position change their names?

No—they are still Bob, John and Bill.

It is just the same with tones.

C E G belong to C's chord, and no matter what their positions are, C is always the Root, E the 3rd and G the 5th.

C's CHORD
FIRST INVERSION
Right hand

FIRST INVERSION
Left hand

SECOND INVERSION
Right hand

SECOND INVERSION
Left hand

C's CHORD
ALL THREE POSITIONS
Hands Crossing

First system of musical notation for C's Chord, Hands Crossing. The music is in 2/4 time. The right hand (labeled *r.h.*) plays a descending triplet of eighth notes (5, 3, 1) in the first measure, followed by a whole note chord (5, 3, 1) in the second measure. The left hand (labeled *l.h.*) plays an ascending triplet of eighth notes (1, 3, 5) in the first measure, followed by a whole note chord (1, 3, 5) in the second measure. The system is divided into two measures by a bar line.

Second system of musical notation for C's Chord, Hands Crossing. The music is in 2/4 time. The right hand (labeled *r.h.*) plays a descending triplet of eighth notes (5, 3, 1) in the first measure, followed by a whole note chord (5, 3, 1) in the second measure. The left hand (labeled *l.h.*) plays an ascending triplet of eighth notes (1, 3, 5) in the first measure, followed by a whole note chord (1, 3, 5) in the second measure. The system is divided into two measures by a bar line.

ALL THREE POSITIONS
Hands Crossing

Third system of musical notation for C's Chord, Hands Crossing. The music is in 2/4 time. The right hand (labeled *r.h.*) plays a descending triplet of eighth notes (5, 3, 1) in the first measure, followed by a whole note chord (5, 3, 1) in the second measure. The left hand (labeled *l.h.*) plays an ascending triplet of eighth notes (1, 3, 5) in the first measure, followed by a whole note chord (1, 3, 5) in the second measure. The system is divided into two measures by a bar line.

Fourth system of musical notation for C's Chord, Hands Crossing. The music is in 2/4 time. The right hand (labeled *r.h.*) plays a descending triplet of eighth notes (5, 3, 1) in the first measure, followed by a whole note chord (5, 3, 1) in the second measure. The left hand (labeled *l.h.*) plays an ascending triplet of eighth notes (1, 3, 5) in the first measure, followed by a whole note chord (1, 3, 5) in the second measure. The system is divided into two measures by a bar line.

C's CHORD

First and Second Inversion

Right hand

When Charlie Went A-Riding

3

On a fine white horse be - neath the moon, Trot, trot, trot, rode

Char - lie; And he whis - tled such a jol - ly tune. (whistle)

C's CHORD

First and Second Inversion

Left hand

For the Glory of Alma Mater

4

Sing a song For the col - ors red and white, Our

team is strong, Help them win the fight.

C's CHORD

All positions - Right hand

Swing High, Swing Low

5

Swing high, Then by and by,

Up in the tree-top I'll go

Like birds that fly Up to the sky,

Swing high and low.

C's CHORD
All positions - Left hand
Off to Camp

6

Tramp! Tramp! There they go, led off by Maj - or C

Tramp! Tramp! What a fine com - mand - er he must be!

First he'll lead them up the hill, Then he'll put them through their drill,

'Ten - tion! For - ward march! Let's fol - low Maj - or C.

C's CHORD

All positions - Right hand

Nesting Time

7 "Tweet, tweet, tweet," the birds all sing, "Tweet, tweet, tweet," for it is spring,

Fa - ther's quest - ing, Moth - er's rest - ing on her nest so safe and high.

"Tweet, tweet, tweet," her ba - bies three are as hun - gry as can be!

They are grow - ing, they'll be go - ing soon to learn to fly.

THE THREE MAJOR TRIADS

There are THREE MAJOR TRIADS in every major key.

One is built on the FIRST tone of the scale.

One is built on the FIFTH tone of the scale.

One is built on the FOURTH tone of the scale.

CHORD NAMES

Each chord has another name beside the name of its ROOT. Many persons have two names, for example: George Washington. The first name is his own—the last shows to what family he belongs. It is the same with CHORDS. Each has its own ROOT name—but each also has a family name which shows its place in the scale family of CHORDS.

The CHORD that is built on the FIRST tone of the scale is always called the TONIC chord.

The CHORD that is built on the FIFTH tone of the scale is always called the DOMINANT chord.

The CHORD that is built on the FOURTH tone of the scale is always called the SUBDOMINANT chord.

LOCATING ROOTS of the Three Major Triads in the KEY OF C.



EXPLANATION OF NUMERAL SIGNS

Roman Numerals are used to indicate these chords:

I stands for TONIC { because it is built on the
first tone of the scale.

V stands for DOMINANT { because it is built on the
fifth tone of the scale.

IV stands for SUBDOMINANT { because it is built on the
fourth tone of the scale.

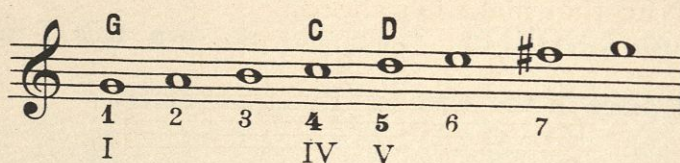
The pupil should learn to write these numerals correctly. He must also understand that the numeral given to each chord *depends entirely* upon the Family or Key in which it is used. Thus C's chord may be represented by ANY NUMERAL and is I ONLY when we are in the KEY OF C.

LOCATING ROOTS OF THE THREE MAJOR TRIADS

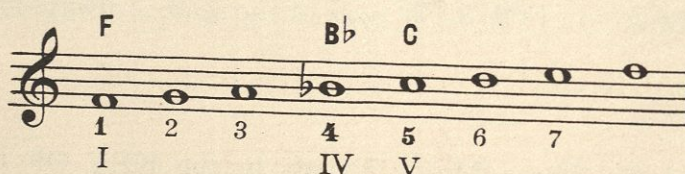
The pupil may now place the numeral I above or below all the C chords in the pieces he has played. These pieces are in the Key of C.

Writing these numerals into the pieces gives the pupil confidence and is the best test of his understanding and progress.

LOCATING ROOTS of the Three Major Triads in the KEY OF G.



LOCATING ROOTS of the Three Major Triads in the KEY OF F.



On each of these tones we will build a TRIAD exactly like the one we built on C.

COMPARE the ROOTS of the MAJOR TRIADS in the KEY OF C.

With those in the *Key of G*.

With those in the *Key of F*.

The C chord is found in the KEYS OF C, G and F.

The G chord is found in the KEYS OF C and G.

The F chord is found in the KEYS OF C and F.

This comparison shows the pupil the need of having these family names, TONIC, DOMINANT and SUBDOMINANT.

THE THREE MAJOR TRIADS

IN THE KEY OF C

C is the first tone of the scale.

G is the fifth tone of the scale.

F is the fourth tone of the scale.

Therefore the THREE MAJOR TRIADS in the Key of C are:

C's chord—TONIC—I.

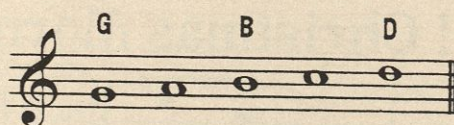
G's chord—DOMINANT—V.

F's chord—SUBDOMINANT—IV.

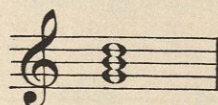
G's CHORD

Locate the THREE TONES that make G's chord.

They are G, B, D.

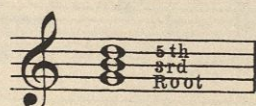


Sound them TOGETHER



WRITE them on the BLACKBOARD or in your NOTE-BOOK

this way D—5th
B—3rd AND *this way*
G—Root



This is called the ROOT POSITION.

RECOGNIZING THE ROOT (Root Position)

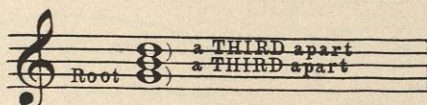
The ROOT is G.

The 3rd of this chord is a THIRD above the ROOT.

The 5th of this chord is a THIRD higher than the 3rd of this chord.

This chord contains two THIRDS, one above the other.

The ROOT is therefore AT THE BOTTOM.



In the Key of C Major, G's chord is called the Dominant and is indicated by the Roman numeral V.

In the following exercises and pieces the pupil should place the numeral V below or above each G chord. He should always name the position and locate the ROOT.

G's CHORD

Root Position- Right hand

Root Position-Left hand

G's CHORD

Root position- Right hand

Hail! Christmas Morn!
G's CHORD

Root position - Left hand

The Little Dutch Girl

INVERSIONS OF G's CHORD

G's CHORD is:  This is called the ROOT position.

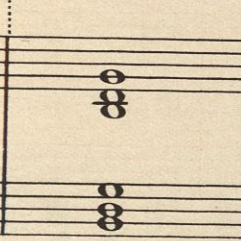
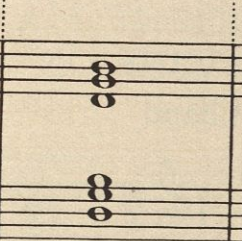
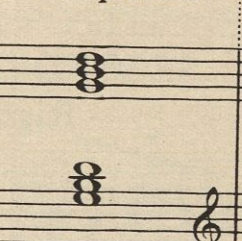
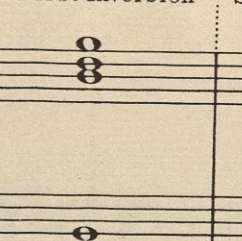
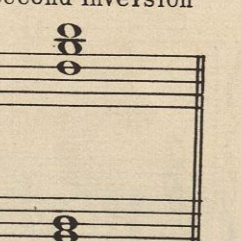
We may arrange the letters in different order and when G is inverted from the BOTTOM to the TOP thus:  This CHORD is called the FIRST INVERSION.

Now we will INVERT B from the BOTTOM to the TOP

thus:  This CHORD is called the SECOND INVERSION.

It is still G's CHORD and G is the ROOT in all three positions.

Play the following:

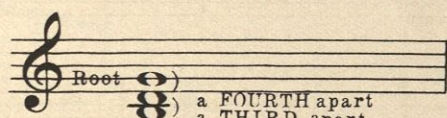
Root position	First Inversion	Second Inversion	Root position	First Inversion	Second Inversion
					

RECOGNIZING THE ROOT (Inversions)

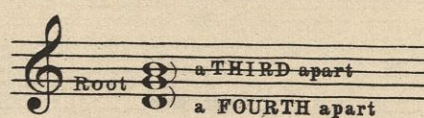
The FIRST INVERSION contains a THIRD and a FOURTH.

The SECOND INVERSION contains a FOURTH and a THIRD.

The ROOT of both INVERSIONS is AT THE TOP OF THE FOURTH.



First Inversion



Second Inversion

G's CHORD
FIRST INVERSION
Right hand

Two musical staves for the right hand in 4/4 and 3/4 time signatures. The 4/4 staff shows a sequence of chords and single notes with fingerings 1, 2, 5, 1, 2, 1. The 3/4 staff shows a sequence of chords and single notes with fingerings 5, 1, 3, 2, 1.

FIRST INVERSION
Left hand

Two musical staves for the left hand in 4/4 and 3/4 time signatures. The 4/4 staff shows a sequence of chords and single notes with fingerings 5, 3, 1, 1, 2, 1. The 3/4 staff shows a sequence of chords and single notes with fingerings 1, 3, 5, 1, 2, 1.

SECOND INVERSION
Right hand

Two musical staves for the right hand in 4/4 and 3/4 time signatures. The 4/4 staff shows a sequence of chords and single notes with fingerings 1, 2, 5, 1, 2, 1. The 3/4 staff shows a sequence of chords and single notes with fingerings 5, 1, 3, 2, 1.

SECOND INVERSION
Left hand

Two musical staves for the left hand in 4/4 and 3/4 time signatures. The 4/4 staff shows a sequence of chords and single notes with fingerings 5, 3, 1, 1, 2, 1. The 3/4 staff shows a sequence of chords and single notes with fingerings 1, 3, 5, 1, 2, 1.

G's CHORD
ALL THREE POSITIONS
Hands Crossing

ALL THREE POSITIONS
Hands Crossing

G's CHORD
First and Second Inversion
Right hand

A Holiday

10

l.h. over

l.h. over

l.h. over

l.h. over

l.h. over

l.h. over

l.h. over

l.h. over

G's CHORD
First and Second Inversion
Left hand

Silver Ships

11

Off in the sky, Sil - ver ships fly,

The musical score is for a piano accompaniment. It features two staves in 3/4 time. The melody is in the right hand, starting with a quarter note 'Off' (F4), followed by a half note 'in' (A4), a quarter note 'the' (B4), and a half note 'sky,' (C5). A slur covers the next two measures, containing a quarter note 'Sil' (D5), a half note 'ver' (E5), a quarter note 'ships' (F5), and a half note 'fly,' (G5). The left hand provides harmonic support with chords and single notes. The first measure has a quarter note F4 and a half note A4. The second measure has a quarter note B4 and a half note C5. The third measure has a quarter note D5 and a half note E5. The fourth measure has a quarter note F5 and a half note G5. The fifth measure has a quarter note A5 and a half note B5. The sixth measure has a quarter note C6 and a half note D6. The seventh measure has a quarter note E6 and a half note F6. The eighth measure has a quarter note G6 and a half note A6. The ninth measure has a quarter note B6 and a half note C7. The tenth measure has a quarter note D7 and a half note E7. The eleventh measure has a quarter note F7 and a half note G7. The twelfth measure has a quarter note A7 and a half note B7. The thirteenth measure has a quarter note C8 and a half note D8. The fourteenth measure has a quarter note E8 and a half note F8. The fifteenth measure has a quarter note G8 and a half note A8. The sixteenth measure has a quarter note B8 and a half note C9. The seventeenth measure has a quarter note D9 and a half note E9. The eighteenth measure has a quarter note F9 and a half note G9. The nineteenth measure has a quarter note A9 and a half note B9. The twentieth measure has a quarter note C10 and a half note D10. The score is written on a single system with a brace on the left side.

Van - ish - ing in - to the blue,

The image shows a musical score for the song "The Christmas Song" (also known as "Chestnuts Roasting on an Open Fire"). It features a vocal melody line and a piano accompaniment line. The vocal line is written in treble clef with a key signature of one flat (B-flat) and a 4/4 time signature. The lyrics are: "Dreams they ful - fil, Bring - ing good - will". The piano accompaniment is written in treble clef with a key signature of one flat and a 4/4 time signature. It includes a 1/3 time signature and a 1/2 time signature. The score is divided into two systems, each with four measures. The first system contains the lyrics "Dreams they ful - fil," and the second system contains "Bring - ing good - will".

Musical score for the hymn "Tona-tions o-ver the o-cean." The score is written for a four-part vocal setting (Soprano, Alto, Tenor, Bass) and a piano accompaniment. The lyrics are: "To na - tions o - ver the o - cean."

The vocal parts are arranged in four staves. The Soprano part begins with a half note G4, followed by a half note A4, then a half note B4, and finally a half note C5. The Alto part begins with a half note F4, followed by a half note G4, then a half note A4, and finally a half note B4. The Tenor part begins with a half note E4, followed by a half note D4, then a half note C4, and finally a half note B3. The Bass part begins with a half note A3, followed by a half note G3, then a half note F3, and finally a half note E3.

The piano accompaniment is written in the right hand on a single staff. It begins with a half note G4, followed by a half note A4, then a half note B4, and finally a half note C5. The left hand is written in the bass clef and begins with a half note A3, followed by a half note G3, then a half note F3, and finally a half note E3.

QUESTIONS AND ANSWERS IN MUSIC

If music is too restless we do not enjoy it, nor do we like it if it is too peaceful. It must be in right proportion. It is like QUESTIONS and ANSWERS. Questions are restless, leave us in suspense. Answers satisfy us and give us a feeling of completeness. Music is made up of questions and answers, and it is easy to see we must have both if we are to be interested yet satisfied.

The effect of QUESTION and ANSWER in music can be expressed in several ways—through RHYTHM, through MELODY, and through HARMONY.

QUESTIONS AND ANSWERS AS EXPRESSED IN RHYTHM

The following is an example of the effect of QUESTION and ANSWER expressed in RHYTHM. Read the verse and follow the rhythm of the notation by tapping. You will notice that the first group—the QUESTION leaves you in doubt, but the second group—the ANSWER—ends differently and sounds final.

Question **Answer**

"Where are you go - ing, my pret - ty maid?" "Go - ing a - milk - ing, sir," she said.

QUESTIONS AND ANSWERS AS EXPRESSED IN MELODY

A melody expressing a QUESTION generally goes up just as the voice does when you ask a question and it may end on any tone of the scale EXCEPT the first one. The ANSWER always ends on the first tone of the scale.

Question **Answer**

"Where are you go - ing, my pret - ty maid?" "Go - ing a - milk - ing, sir," she said.

NOTE:—When the pupil has learned to hear QUESTIONS and ANSWERS expressed in RHYTHM and MELODY, he will soon be able to recognize the same effect expressed in harmony by chords.

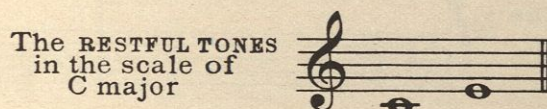
RESOLVING CHORDS

The word **RESOLVE** means a gradual change to something different. In music, **RESOLVING A CHORD** means that one chord **PASSES** to some other more **RESTFUL** chord.

The **RESOLUTION** of a **RESTLESS** chord to a **RESTFUL** one is satisfying to the ear and corresponds to the **ANSWER** of a spoken question.

THE **MUSICAL WAY** to play and write **CHORD RESOLUTIONS** is to hear and know **EACH TONE** that makes up the restless chord and **ALLOW EACH SEPARATE TONE** TO MOVE TO ITS **NEAREST RESTFUL NEIGHBOR**.

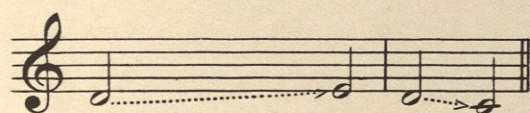
There are **TWO RESTFUL TONES**
in every scale



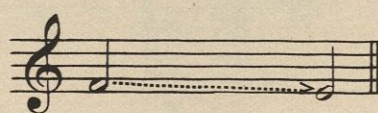
There are **FIVE RESTLESS TONES**
in every scale



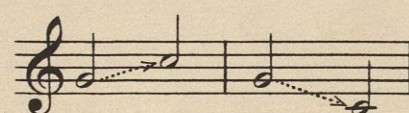
Each **RESTLESS TONE** has nearby some **RESTFUL TONE** towards which it reaches out and wants to go. For example in the C major scale.



D moves easily to E or to C



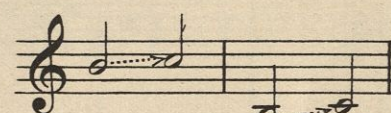
F moves easily to E



G moves up or down to C



A moves direct to C or it may go first to G or to B and then to C



B moves easily to C

TEACHER'S NOTE:—The student should know the scale tones well, and learn to hear and feel the natural musical direction toward which each one tends to go. Such training will instil good musical taste, enable him to recognize good writing from bad, and help him to avoid the constant errors made by those who study harmony only according to rule, as though it were a problem in mathematics.

G's CHORD to C's CHORD—V to I

KEY OF C MAJOR

THE MUSICAL WAY

We have learned to recognize the TONIC CHORD—I—built on C, also the DOMINANT CHORD—V—built on G. We shall now COMBINE these two in the MUSICAL WAY.

The TONIC CHORD is a RESTFUL CHORD. It contains the two RESTFUL tones, C and E.

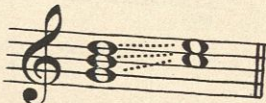
Play it this way

The DOMINANT CHORD is a RESTLESS CHORD. It contains G, B and D all of which are RESTLESS TONES.

Play it!
Our ears
tell us
that it
is not
complete.

Now play it again
and add the TONIC
CHORD. At once
you recognize the
difference. See
how complete
it sounds.

If we separate the tones of the chord it is easier to see how each one moves. Play B with the left hand, D with the right, and notice how naturally they move to C and E, their nearest restful neighbors.

G naturally inclines up to C like this:  but we want three tones in our C chord and as G appears in both chords we will let it remain where it is and only move B and D like

this: 

Below is the G chord moving in the musical way to the C chord, in all three positions and on both clefs.

Right Hand

Left Hand

Key of C Major

Melodies to be Harmonized

Play the following and supply the G and C Chords in the best positions to follow musically the first chord given.

First exercise: Treble clef, 3/4 time. Bass line: 5, 3, 4, 2, 3, 4, 5. Chords: V, I, I.

Second exercise: Treble clef, 4/4 time. Bass line: 5, 4, 3, 2, 4, 2, 1, 2, 3, 4, 5. Chords: V, V, I.

Third exercise: Treble clef, 3/4 time. Bass line: 5, 4, 3, 4, 2, 4, 5. Chords: V, I, I.

Fourth exercise: Treble clef, 3/4 time. Bass line: 1, 2, 5, 4, 3, 2, 1. Chords: V, I, I.

Fifth exercise: Treble clef, 2/4 time. Bass line: 1, 2, 3, 4, 5, 4, 2. Chords: V, V, I.

Sixth exercise: Treble clef, 4/4 time. Bass line: 1, 2, 3, 5, 4, 3, 2, 3, 1, 5, 1. Chords: V, I, I.

C and G CHORDS

All positions - Left hand

Questions

12

This is the ques-tion, This the jol - ly an - swer! Af - ter the G chord,

Fly - ing back we go! Are these the chords I'll be need - ing soon?

Yes, you may play them with an - y tune. Is this a song? No!

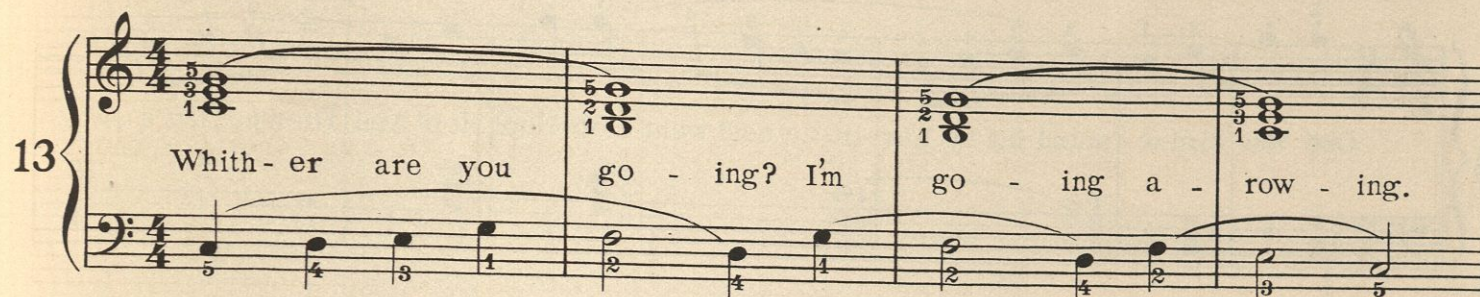
It is for a danc - er, Play it a - gain in ev'- ry key you know!

C and G CHORDS

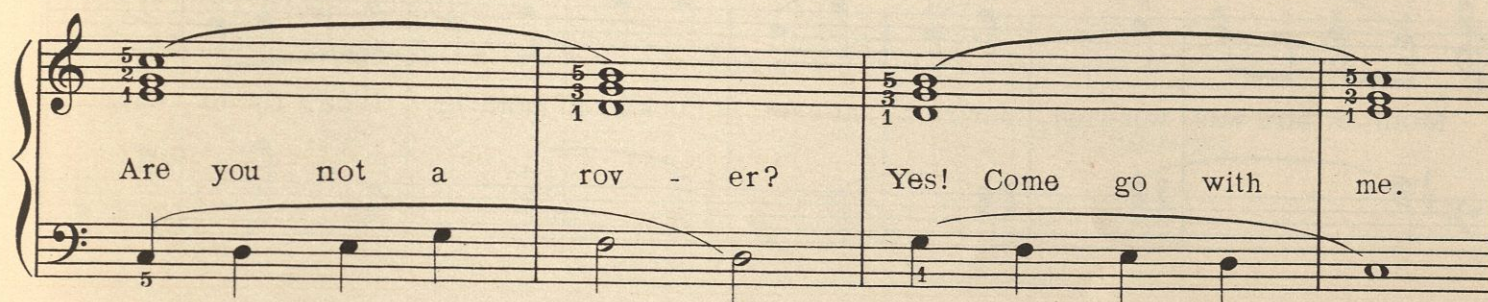
All positions - Right hand

After The Storm.

13



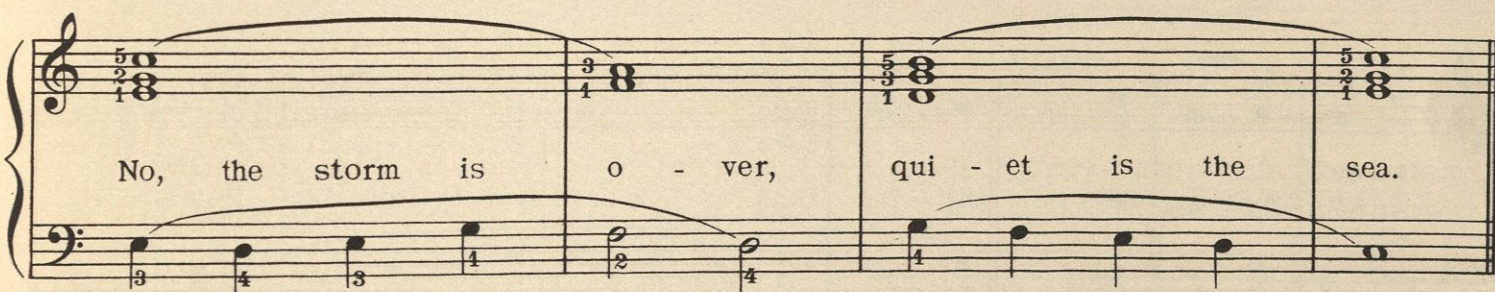
Whith-er are you go - ing? I'm go - ing a - row - ing.



Are you not a row - er? Yes! Come go with me.



Will the boat be tip - ping, slip - ping, dip - ping?



No, the storm is o - ver, qui - et is the sea.

C and G CHORDS
All positions - Left hand
The First Flight

14

One wee bird-ie stand-ing by his lit-tle nest went Hop! Hop! Hop! And then he flew a - way.

Moth - er bird was wor-ried, hur-ried af - ter, "Look! look! moth-er, I can fly to - day!"

C and G CHORDS
All positions - Right hand
The Child and the Honey - Bee

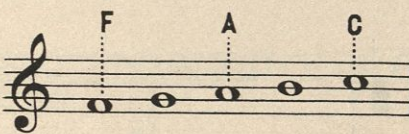
15

(The Child) Have you no play hours? (The Bee) No, not I. On - ly when it show-ers. (The Child) Wont you tell me why?

(The Bee) I am work-ing, nev - er shirk-ing, Gath - er - ing the hon - ey from the flow'rs.

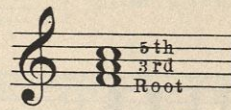
F's CHORD

Locate the THREE TONES that make F's Chord.

They are F. A. C. 

Sound them TOGETHER 

Write them on the BLACKBOARD or in your NOTE-BOOK

C—5th
this way A—3rd AND *this way* 
 F—ROOT

This is called the ROOT POSITION.

RECOGNIZING THE ROOT (Root Position)

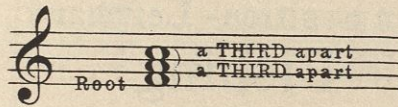
The ROOT is F.

The 3rd of this chord is a THIRD above the ROOT.

The 5th of this chord is a THIRD higher than the 3rd of the chord.

This chord contains two THIRDS, one above the other.

The ROOT is therefore AT THE BOTTOM.



In the following exercises and pieces the pupil may place the numeral IV above or below each F chord. He should always name the position and locate the ROOT.

Root Position - Right hand



Root Position - Left hand



In the Key of C major F's chord is called the sub-dominant and is indicated by the roman numeral IV.

F's CHORD

Root position - Right hand

Indian Summer

16

Af-ter the swift drench-ing show - ers, Soon the warm sun comes a - gain, And it

shines on the late bloom-ing flow - ers, Ri-pens the gold - en grain.

F's CHORD

Root position - Left hand

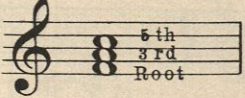
Fishing

17

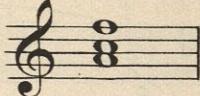
Thro' a lit-tle brook-let swish-ing, Lit-tle Tom-my took me fish-ing,

If there's an-y luck in wish-ing, He will sure-ly catch a few.

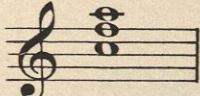
INVERSIONS OF F's CHORD

F's CHORD is: $\begin{matrix} C...5th \\ A...3rd \\ F...Root \end{matrix}$  This is called the ROOT position.

We may arrange the letters in different order and when F is INVERTED from the BOTTOM to

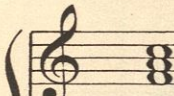
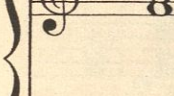
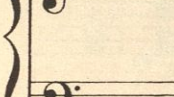
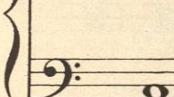
the TOP thus: $\begin{matrix} F...Root \\ C...5th \\ A...3rd \end{matrix}$  This CHORD is called the FIRST INVERSION.

Now we will INVERT A from BOTTOM to TOP

thus: $\begin{matrix} A...3rd \\ F...Root \\ C...5th \end{matrix}$  This CHORD is called the SECOND INVERSION.

It is still F's CHORD and F is the ROOT in all three positions.

Play the following:

Root position	First Inversion	Second Inversion	Root position	First Inversion	Second Inversion
					

RECOGNIZING THE ROOT (Inversions)

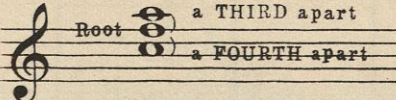
The FIRST INVERSION contains a THIRD and a FOURTH.

The SECOND INVERSION contains a FOURTH and a THIRD.

The ROOT of both INVERSIONS is AT THE TOP of THE FOURTH.



First Inversion



Second Inversion

F's CHORD
FIRST INVERSION
Right hand

Two musical staves for the right hand. The first staff is in 4/4 time, showing a sequence of chords: a triad of C4, E4, G4 (labeled 1, 2, 5), followed by a triad of E4, G4, Bb4 (labeled 5, 2, 1), and then a triad of G4, Bb4, D5 (labeled 1, 5, 2). The second staff is in 3/4 time, showing a sequence of chords: a triad of E4, G4, Bb4 (labeled 5, 2, 1), followed by a triad of G4, Bb4, D5 (labeled 1, 5, 2), and then a triad of Bb4, D5, F5 (labeled 5, 3, 2, 1). The bass line in the second staff is a descending scale: F5, E5, D5, C5.

FIRST INVERSION
Left hand

Two musical staves for the left hand. The first staff is in 4/4 time, showing a sequence of chords: a triad of C4, E4, G4 (labeled 5, 3, 1), followed by a triad of E4, G4, Bb4 (labeled 1, 5, 2), and then a triad of G4, Bb4, D5 (labeled 5, 3, 1). The second staff is in 3/4 time, showing a sequence of chords: a triad of E4, G4, Bb4 (labeled 1, 5, 2), followed by a triad of G4, Bb4, D5 (labeled 5, 3, 1), and then a triad of Bb4, D5, F5 (labeled 1, 5, 2). The bass line in the second staff is a descending scale: F5, E5, D5, C5.

SECOND INVERSION
Right hand

Two musical staves for the right hand. The first staff is in 4/4 time, showing a sequence of chords: a triad of C4, E4, G4 (labeled 1, 3, 5), followed by a triad of E4, G4, Bb4 (labeled 5, 3, 1), and then a triad of G4, Bb4, D5 (labeled 1, 5, 2). The second staff is in 3/4 time, showing a sequence of chords: a triad of E4, G4, Bb4 (labeled 5, 3, 1), followed by a triad of G4, Bb4, D5 (labeled 1, 5, 2), and then a triad of Bb4, D5, F5 (labeled 5, 3, 2, 1). The bass line in the second staff is a descending scale: F5, E5, D5, C5.

F's CHORD
SECOND INVERSION
Left hand

The musical score for 'The Rose Tree' is presented in two systems. The first system is in 4/4 time, featuring a treble staff with a whole rest in the first two measures, followed by a half note G4 and a whole note F#4 in the third measure. The bass staff plays a descending eighth-note pattern (A3, G3, F#3) in the first two measures, followed by a triplet of eighth notes (G3, F#3, E3) and a whole note D3 in the third measure. The second system is in 3/4 time, with the treble staff playing a dotted quarter note G4, followed by a half note F#4, and then a half note E4 tied across the final two measures. The bass staff plays a triplet of eighth notes (A3, G3, F#3) in the first measure, followed by a half note D3, and then a half note C3 tied across the final two measures.

ALL THREE POSITIONS

Hands Crossing

ALL THREE POSITIONS

Hands Crossing

[illegible]

F's CHORD

First and Second Inversion

Right hand

The Church Bell's Message

18

Ding, dong, bell! Rings the hour as twi - light falls.

"All is well," That is what it soft - ly calls.

This musical score is for the right hand of a piano. It features two systems of music. The first system begins with a treble clef and a 4/4 time signature. The melody starts with a half note 'D' (Ding), followed by a half note 'd' (dong), then a half note 'bell!'. The accompaniment consists of chords in the first and second inversions of F major. The second system continues the melody with a half note 'R' (Rings), followed by a half note 'the', then a half note 'hour', then a half note 'as', then a half note 'twi - light', and finally a half note 'falls.'. The accompaniment continues with F major chords in first and second inversion. The key signature has one flat (Bb), and the time signature is 4/4.

F's CHORD

First and Second Inversion

Left hand

He Loves Me - He Loves Me Not

19

Dear lit-tle dais - y, ex - plain now! Does he love me?

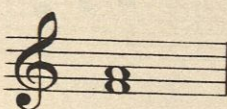
On - ly one pe - tal re - mains now, He loves me!

This musical score is for the left hand of a piano. It features two systems of music. The first system begins with a bass clef and a 3/4 time signature. The melody starts with a half note 'D' (Dear), followed by a half note 'lit-tle', then a half note 'dais - y,', then a half note 'ex - plain', then a half note 'now!', then a half note 'Does', then a half note 'he', then a half note 'love', and finally a half note 'me?'. The accompaniment consists of chords in the first and second inversions of F major. The second system continues the melody with a half note 'On - ly', followed by a half note 'one', then a half note 'pe - tal', then a half note 're - mains', then a half note 'now,', then a half note 'He', then a half note 'loves', and finally a half note 'me!'. The accompaniment continues with F major chords in first and second inversion. The key signature has one flat (Bb), and the time signature is 3/4.

F's CHORD to C's CHORD—IV to I

KEY OF C MAJOR

THE MUSICAL WAY

F and A  are the RESTLESS TONES in F's chord.

Let us see where they lead.

Play the two tones together, WITH BOTH HANDS. Listen and notice that each tone follows its natural inclination and that the effect is pleasing.



The THIRD TONE in F's chord is C. You have already learned that it is a RESTFUL tone, so we shall keep it stationary and only move F and A.



Below is the F chord moving to the C chord in the MUSICAL WAY, in all three positions and on both clefs.



Key of C Major

Melodies to be Harmonized

Play the following and supply the F and C chords in the best positions to follow musically the first chord given.

Exercise 1: 3/4 time, IV I I

Exercise 2: 4/4 time, I IV I

Exercise 3: 3/4 time, IV I I

Exercise 4: 3/4 time, IV IV I

Exercise 5: 2/4 time, I IV I

Exercise 6: 2/4 time, IV IV I

The pupil may place the numerals I and IV above or below the C and F chords in the following pieces.

C and F CHORDS

All positions - Right hand

Lady In The Moon

20 Love - ly la - dy, up in the moon, Why, why are you pin - ing?

Lone-ly am I, up in the sky, It is for you I am shin - ing.

(3 or 1)

C and F CHORDS
All positions-Left hand
Signs of Summer

21

Hum-ming o - ver scent-ed clo - ver Goes the fuz-zy hon-ey bee;

Handwritten musical score for 'The Grasshopper Song'. The score is written on two staves, Treble and Bass. The lyrics are: 'Crick-ets jump - ing, Rab-bits thump-ing, They are hap-py you can see, For the'. The music is in 3/4 time. The Treble staff has a key signature of one sharp (F#) and a common time signature. The Bass staff has a key signature of one sharp (F#) and a common time signature. The lyrics are written below the Treble staff. The music is written in a simple, child-friendly style with many beamed eighth and sixteenth notes. The lyrics are: 'Crick-ets jump - ing, Rab-bits thump-ing, They are hap-py you can see, For the'. The score is written on two staves, Treble and Bass. The lyrics are: 'Crick-ets jump - ing, Rab-bits thump-ing, They are hap-py you can see, For the'. The music is in 3/4 time. The Treble staff has a key signature of one sharp (F#) and a common time signature. The Bass staff has a key signature of one sharp (F#) and a common time signature. The lyrics are written below the Treble staff. The music is written in a simple, child-friendly style with many beamed eighth and sixteenth notes. The lyrics are: 'Crick-ets jump - ing, Rab-bits thump-ing, They are hap-py you can see, For the'.

leaves are new, the streams are blue And gone is the rain,

Birds are sing - ing, ap - ples swing - ing, Sum - mer time has come a - gain.

C and F CHORDS

All positions

Melody alternating between both hands

Brother Commander

22

Said Ma-jor Four to Ma-jor One, "Id like to walk with you," Said

Ma - jor One to Ma - jor Four You're more then wel - come to!" So

off they went to - geth - er Thro' fair and rain - y weath - er, They

wan - der'd far and now they are Friends loy - al tried and true.

Teacher's note: Progressive pupils may at this point transpose some of the foregoing pieces into the Key of G and the key of F. An index at the back of the book gives some directions and a list of the pieces suitable for transposition.

C, F and G Chords – I, IV and V

39

Key of C Major Chord Resolution

In the Key of C major C's chord is the TONIC chord I
G's chord is the DOMINANT chord V
F's chord is the SUB-DOMINANT chord IV

The pupil will now use all three chords and RESOLVE finally to the TONIC chord.
Always move each chord to the POSITION which is NEAREST AT HAND.

The Musical Way

Right hand

Left hand

Melodies to be Harmonized

Play the following and supply the F, C and G chords in the best positions to follow musically the first chord given.

The pupil may place the numerals I, IV and V above or below the Chords in the following pieces.

C, F and G CHORDS

All positions - Right hand

The Majors Go A-Courting

23

C, F and G CHORDS
All positions - Left hand
The Busy Stream

The child

24

Whith - er are you go - ing, And in such a hur - ry too? A

pleas - ant breeze is blow - ing, Stay a while with me.

The stream

No! I must re - fresh the grain And the or - chard too, As I'm

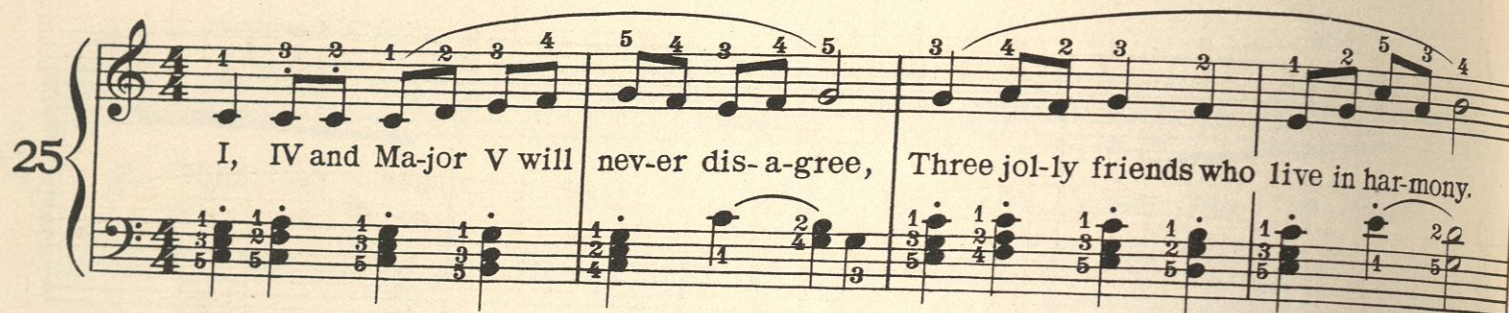
ev - er on - ward flow - ing 'Till I reach the sea.

C, F and G CHORDS

All positions - Left hand

Comrades in Arms

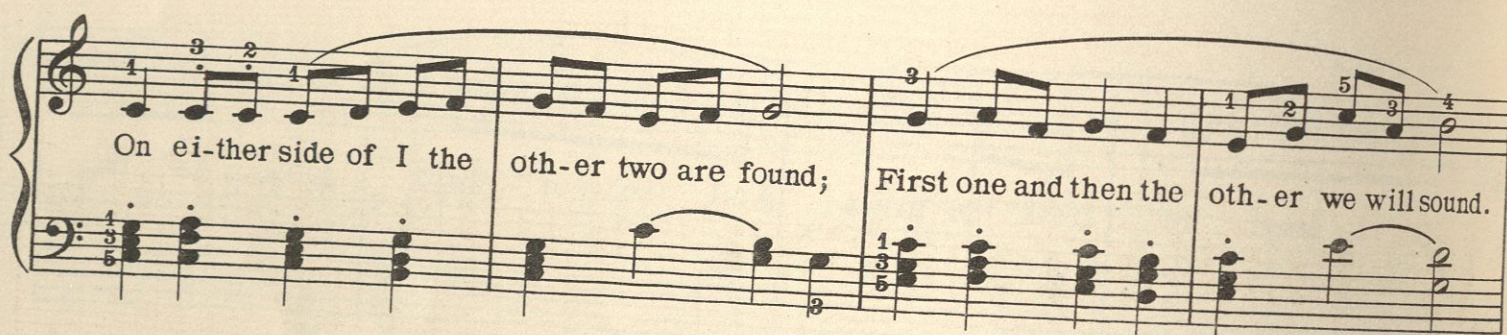
25



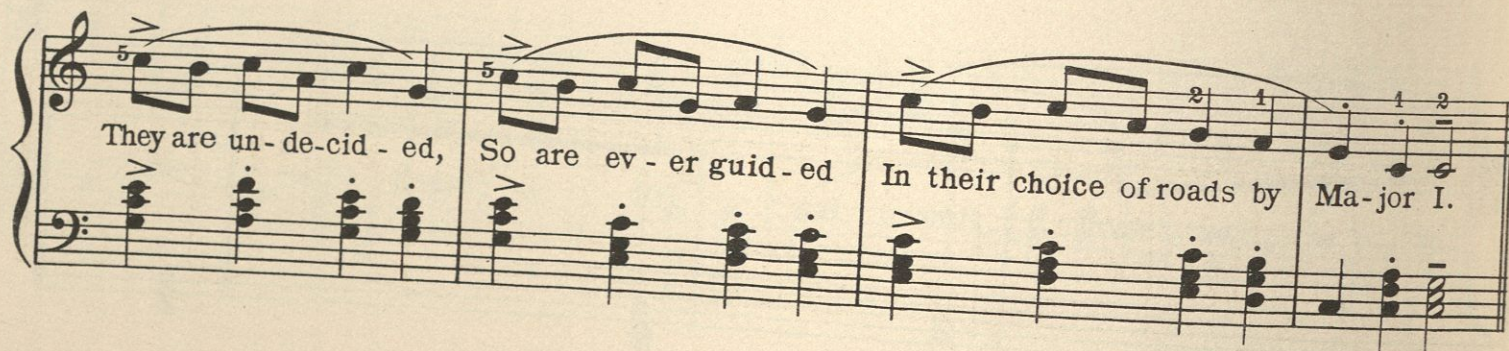
I, IV and Ma-jor V will nev-er dis-a-gree, Three jol-ly friends who live in har-mony.



IV is rath-er gen-tle, V is temp'-ra-ment-al, Al-ways push-ing on in search of fun.



On ei-ther side of I the oth-er two are found; First one and then the oth-er we will sound.



They are un-de-cid-ed, So are ev-er guid-ed In their choice of roads by Ma-jor I.

C, F and G CHORDS

All positions - Left hand

The Majors Visit The Emerald Isle

26

C, F and G CHORDS

All positions - Right hand

Chapel

27

Play slowly - pedal each chord

CHORDS OF FOUR TONES

Any TRIAD may be used as a foundation for a chord of four or more tones.

Each NEW TONE that is added is a THIRD higher than the HIGHEST tone of the chord.

The DOMINANT Chord is most often enlarged.

In the KEY OF C major, G's chord is the DOMINANT:

In its original TRIAD form it appears thus:



When we add another tone a THIRD above the highest tone in the chord, the NEW tone is called THE 7th because it is the seventh scale tone up from the ROOT.

Locate the new tone to be played with G's chord, a THIRD above its highest tone.

The new tone is F.

Sound the four tones TOGETHER:

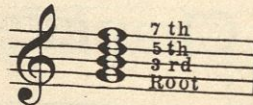


WRITE THEM on a BLACKBOARD or in your NOTE-BOOK

in this way

F—7th
D—5th
B—3rd
G Root

and this way



This is still called the ROOT POSITION.

Any chord to which a 7th is added is called a 7th chord.

Any Dominant chord to which a 7th is added is called a Dominant 7th.

In the Key of C—any G chord which also contains F is called the DOMINANT 7th.

When writing the Roman Numeral which indicates this chord add a small seven (7) to the right and above the numeral V—like this V⁷.

RECOGNIZING THE ROOT

Root position of the DOMINANT 7th (V⁷) Chord
in the KEY OF C MAJOR

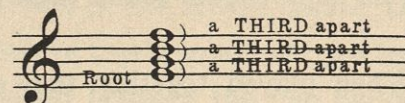
The Root is G.

The 3rd of this chord is a THIRD above the ROOT.

The 5th of this chord is a THIRD higher than the 3rd of this chord.

The 7th of this chord is a THIRD higher than the 5th of this chord.

This chord contains three THIRDS, one above the other



The Root is therefore AT THE BOTTOM.

ROOT POSITION

Play two upper notes with RIGHT hand, two lower notes with LEFT hand

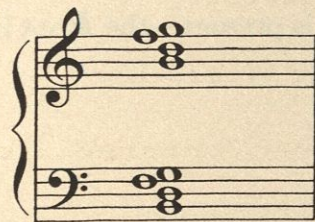


INVERSIONS OF THE DOMINANT 7th CHORD (Built on G)

G's 7th CHORD is: This is called the Root position.

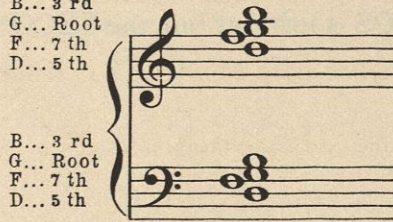
We may arrange these letters in different order but it will still be G's 7th CHORD.

G... Root
F... 7th
D... 5th
B... 3rd



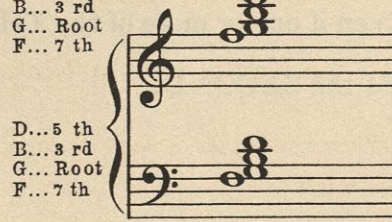
This chord is
called the
FIRST INVERSION

B... 3rd
G... Root
F... 7th
D... 5th



This chord is
called the
SECOND INVERSION

D... 5th
B... 3rd
G... Root
F... 7th



This chord is
called the
THIRD INVERSION

G is the Root in all four positions.

The Root position contains only THIRDS—THE ROOT is AT THE BOTTOM—G.

In the three INVERSIONS we find a new INTERVAL, the SECOND. (F to G is a SECOND.)

The pupil should sound these two tones TOGETHER and notice their appearance on the staff.

When played together, they are always written SIDE BY SIDE (oo) instead of one above the other, as all other intervals appear.

RECOGNIZING THE ROOT (7th Chords)

INVERSIONS

The FIRST INVERSION contains two THIRDS and a SECOND.

The SECOND INVERSION contains a THIRD, a SECOND and a THIRD.

The THIRD INVERSION contains a SECOND and two THIRDS.

When any chord of four tones contains two THIRDS and a SECOND the ROOT is ALWAYS AT THE TOP of THE SECOND.

The diagram illustrates three inversions of a 7th chord on a grand staff (treble and bass clefs). Each inversion is shown in a separate system, with the root position indicated by a bracket and the interval between the root and the other notes labeled as 'a SECOND apart' or 'a THIRD apart'.

- First Inversion:** The root is on the bass line. The interval between the root and the other notes is labeled 'a SECOND apart'.
- Second Inversion:** The root is on the treble line. The interval between the root and the other notes is labeled 'a THIRD apart'.
- Third Inversion:** The root is on the bass line. The interval between the root and the other notes is labeled 'a SECOND apart'.

Even if one or more of the THIRDS is left out but the SECOND is present—the Root is still at the TOP of the SECOND.

The pupil can always recognize this chord by the presence of *both G*, the ROOT *and F* the 7th. Sometimes either the 3rd (B) or the 5th (D) is omitted. This is especially true in music written for small hands. Also, for the sake of small hands, the chord is often divided between the two hands—two notes for each hand or one in one hand and the other two or three in the other hand. Whenever this occurs the chord is divided by the space between the staves. The pupil must remember that B and D are really no farther apart than any of the other thirds and he must analyze the chord accordingly. Mainly he must be guided by his knowledge of the keys which make up this chord G, B, D, F— by the presence of G and F in the same chord, or by their appearance on the staff—SIDE BY SIDE—a *SECOND* whose topmost note is *always the ROOT*. By these signs he will know the DOMINANT 7th chord, built on G and belonging to the C scale.

CHORD RESOLUTION (V⁷ to I)

The DOMINANT 7th is the most RESTLESS of all chords. It is impossible to play it and leave the piano. The feeling is the same as if we had stopped in the middle of a sentence. It seems to urge us *to go on* and only leaves us satisfied when we follow it with some more restful chord.

It most often LEADS to the TONIC chord.

We will therefore use the DOMINANT 7th and TONIC chords together and find the most MUSICAL WAYS in which one may lead to the other.

THE MUSICAL WAY

KEY OF C MAJOR—G's 7th CHORD to C CHORD—V⁷ to I.

The DOMINANT 7th chord has *four* RESTLESS Tones.

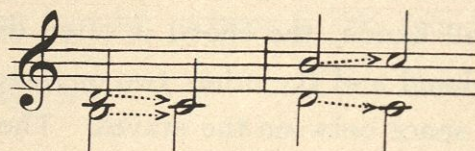
That is the reason it is the most RESTLESS of all chords.

Let us see where they lead.

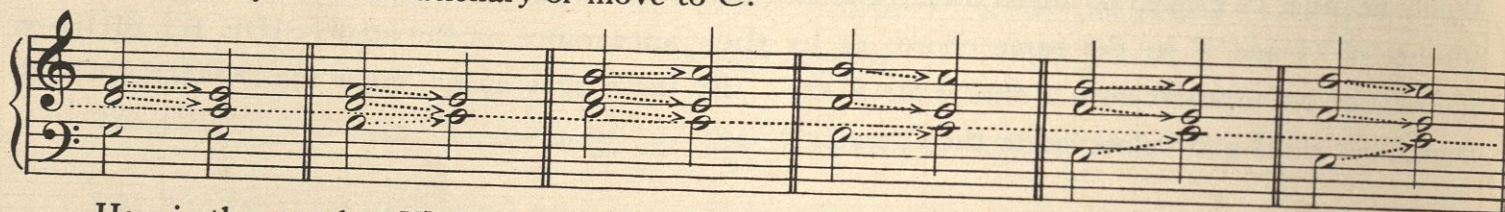
Play these two tones together, notice that each *follows its own inclination*, and that the effect is pleasing.



D and B both lead to C.

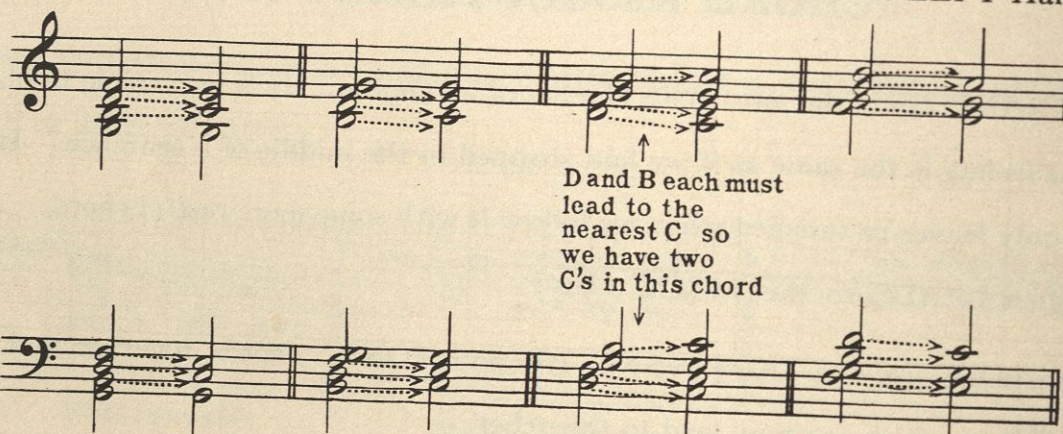


Play these three tones together and notice that each follows its own inclination. G is also in C's chord, so it may remain stationary or move to C.



Here is the complete V⁷ chord on both clefs.

Play the two upper notes with the RIGHT Hand.
Play the two lower notes with the LEFT Hand.

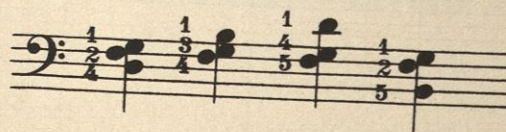


These are the positions you will meet when three tones of this chord are played in one hand.

Right hand



Left hand



The complete Dominant 7th chord is seldom used in one hand.

In the following pieces: Remember the letters that make up G's 7th chord—G B D F.

Remember if there is a SECOND—that the Root is AT THE TOP of the SECOND.

Place the numeral V⁷ above or below each Dominant Seventh chord.

The pupil may place the numerals I, IV, V and V⁷ above or below the chords in the following pieces.

DOMINANT SEVENTH (V⁷) CHORD (built on G)

Two positions - Right hand

To A Ship

28

Sail out to your sea, Proud - ly you're rid - ing,

Thro' the waves glid - ing! I have dreamed of those far off lands,

Palms and tem - ples and hot des - ert sands, When you sail back from the

sea, Bring some - thing to me!

DOMINANT SEVENTH (V⁷) CHORD (built on G)

Two positions - Right hand

Left! Left!

29

Left! Left! Feet as well as hands must know,

Left! Left! Just the prop - er way to go.

Two clev - er feet can step with the beat and when the bu - gles blow start quick - ly on the

Left! Left! Left!

DOMINANT SEVENTH (V⁷) CHORD (built on G)

One position - Right hand

Birthday Secrets

In this position there are neither THIRDS nor SECONDS to guide the pupil.

B and F are in the RIGHT hand G is in the LEFT hand.

The pupil must remember that G B and F all belong to G's 7th Chord.

B moves to C - F moves to E.

30

Don't tell moth - er, If I tell you, broth - er,

I have a pres - ent for her, hid a - way.

When the sun a - ris - es There will be sur - pris - es,

Yes, to - mor - row is the day.

DOMINANT SEVENTH (V⁷) CHORD (built on G)

Five positions - Right Hand
The THREE MAJORS Attend
The Colonel's Ball

31.

mf

[illegible]

A musical score for the song "The Rose Tree". The score is written on two staves: a treble staff and a bass staff. The treble staff contains a melody with various chords and single notes, including some with fingerings (e.g., 5, 4, 2, 1, 3, 1). The bass staff provides a harmonic accompaniment, featuring a series of eighth notes in the first half and a series of quarter notes in the second half, with a final triplet of eighth notes. The key signature is one flat (B-flat), and the time signature is 4/4. The score is presented on a single page with a decorative border.

[illegible]

DOMINANT SEVENTH (V⁷) CHORD (built on G)

Two positions - Left hand

A Tragedy

32

There was a mouse, lived in a house, (In - fact he lived in the

base - ment.) He paid no rent, and lived con - tent, He lived a - lone in the

base - ment. And then one day a cat came in And he was black and ver - y thin. They

were not friends! My sto - ry ends. (The cat now lives in the base - ment.)

DOMINANT SEVENTH (V⁷) CHORD (built on G)

Three positions - Left hand

Baby of Mine

33

Sleep, ba - by of mine, Sleep, lit - tle ba - by of

mine La - dy moon hears me sing - ing to you,

She has a dream she's bring - ing to you, You may come soon,

Dear La - dy moon, Sleep, ba - by of mine.

Two positions- Left hand

The Lazy Daisy

34

Once a saucy Dais - y, Who was real - ly ver - y laz - y,

1 2 3 4 5 4 2 1 2 1 2 1 5 3 4 5

Said to Ti - ger Lil - y tall "Aren't you lone - ly up so high?"

DOMINANT SEVENTH (V⁷) CHORD (built on G)

Five positions - Left hand

Off to Camp

35

Three Maj-ors are a tramp-ing, tramp-ing! Whith-er are you bound?

The musical score is for a piano piece in 4/4 time, spanning four measures. The melody is written in the treble clef, and the accompaniment is in the bass clef. The melody consists of eighth and quarter notes with various fingerings indicated above the notes. The accompaniment features chords in the first two measures, followed by single notes and rests in the last two measures. The lyrics are printed below the treble staff.

Musical score for the song "We Three Are Going Camping". The score is written for a single melodic line (treble clef) and a single bass line (bass clef). The lyrics are: "We three are go-ing camp-ing, camp-ing, Tho' the snow is on the ground." The melody is simple and repetitive, with a key signature of one flat (B-flat) and a 2/4 time signature. The bass line provides a simple harmonic accompaniment.

Do you see how the cav-al-ry Waits in line at dawn? The
big hors-es are a stamp-ing, stamp-ing, They are ea-ger to be gone.

Familiar Melodies to be Harmonized

The pupil may supply the accompaniments to the following familiar melodies.

Always move to the position NEAREST at hand following the first chord given.

In using the DOMINANT 7th chord always use the position that OMITTS the NOTE played IN THE MELODY.

If D is in the melody use the chord B F G



If B is in the melody use the chord D F G



London Bridge

English Folk-game

36 Lon - don bridge is fall - ing down, fall - ing down, fall - ing, down,

I V7 I

Lon - don bridge is fall - ing down, my fair la - dy.

I I V7 I

America, the Beautiful

Katherine Lee Bates

Samuel A. Ward

37

O beau - ti - ful for spa - cious skies, For am - ber waves of

V

V

V7

grain, For pur - ple moun - tain maj - es - ties A - bove the fruit - ed

I

I

V

V

plain. A - mer - i - ca, A - mer - i - ca! God shed his grace on

V7

V7

thee, And crown thy good with broth - er - hood From sea to shin - ing sea.

I

IV

I

IV

V7

I

Drink To Me Only With Thine Eyes

Old English air

38

Drink to me on - ly, with thine eyes, and I — will pledge with mine; —

V I V I IV I V⁷ I

Or leave a kiss with — in — the cup, — and I'll — not ask for wine; — The

I V I V I IV I V⁷ I I

thirst that from the soul — doth rise, Doth ask a drink di — vine —

I I I I I IV I V I I V

But might I of Jove's nec - tar sip — I would not change for thine. —

I V I V I IV I V⁷ I

At Pierrot's Door

Jean Baptiste de Lully
French folk-song

39

With the moon's pale shimmer, Little friend Pierrot,

I V7 I V7 I

Shines thy candle's glimmer On the fallen snow.

I I V7 I V7 I

Lend a pen, I pray thee, But a word to write,

One fare-well to say thee, Ere I go to-night.

I I V7 I V7 I

* Juanita

Spanish Melody

REFRAIN

40

Ni - ta! Jua - ni - ta! Ask thy soul if we should part!

V V I

Ni - ta! Jua - ni - ta! Lean thou on my heart.

I IV V⁷ I

* Pronounce hwah-nee-tah

Battle Hymn of the Republic

Julia Ward Howe

William Steffe

41

Mine eyes have seen the glo - ry of the com - ing of the Lord, He is

I

tramp - ling out the vin - tage where the grapes of wrath are stored; He hath

IV I

loosed the fate-ful light-ning of His ter - ri - ble swift sword, His truth is march-ing on.

I I V7 I

Glo - ry! glo - ry! Hal - le - lu - jah! Glo - ry! glo - ry! Hal - le - lu - - jah!

I IV I

Glo - ry! glo - ry! Hal - le - lu - jah! His truth is march-ing on.

I I V7 I

The Sandman

German folk-song

42

The flow - ers all are sleep - ing Be - neath the moon - light pale; Each

V7 I V7 I V I V7

lit - tle head is nod - ding Up - on its stem so frail. The

I V7 I V7 I V I V

ev - er rus - tling branch - es seem To whis - per in a dream;

I IV V I

Sleep thou, sleep thou, O dar - ling child of mine!

V7 I IV I V7 I

ACCOMPANIMENTS

Accompaniments to melodies frequently appear in the form of broken chords instead of solid Triads. The broken chord accompaniment seems to be preferred because it is so pleasing to the ear. Solemn, religious music, however, is usually written in solid chords. There are any number of combinations which may be used, so the pupil should base his choice upon the character of text and melody, selecting one type for jolly, vigorous tunes and another more restful form for Lullabies and Love Songs.

In the following examples the key to this freer style of accompaniment is given. The first measures present an arrangement suitable to the melody. The pupil may complete the accompaniment, using the same form to the end.

In playing broken chord accompaniments BE SURE TO MAKE THE CHORDS FOLLOW EACH OTHER IN THE MUSICAL WAY exactly as you did with the SOLID TRIADS.

BROKEN CHORD ACCOMPANIMENTS

Shoemaker's Dance

Danish folk-tune

43

I V I V⁷ I

V⁷ I IV I V⁷ I

Aikin Drum

English tune

44

I I IV IV I I I

V⁷ I I I IV I V⁷ I

There was a man in our town, in our town, in our
He rode up - on a raw - ser, a raw - ser, a raw -

town, There was a man in our town, And his name was Ai - kin Drum.
ser, He rode up - on a raw - ser, And his name was Ai - kin Drum.

Augustin

German folk-tune

45

Oh, you poor old Au - gus - tin, Au - gus - tin, Au - gus - tin,

I V7 I

Oh you poor old Au-gus - tin, Ev'-ry-thing's gone! Mon-ey's gone, Sweet-heart's gone,

I I V7 I V7 I

All is gone, all is gone, Oh, you poor old Au-gus-tin, Ev'-ry - thing's gone!

V7 I I I V7 I

Detailed description: This block contains the musical score for the song 'Augustin'. It is written in 3/4 time and consists of three systems of music. Each system has a treble and bass staff. The first system starts with a treble staff containing a melodic line with fingerings (4, 5, 4, 3, 2, 1, 2, 3, 1, 1, 4, 2, 1) and a bass staff with a simple accompaniment. The lyrics are 'Oh, you poor old Au - gus - tin, Au - gus - tin, Au - gus - tin,'. The second system continues the melody and accompaniment with lyrics 'Oh you poor old Au-gus - tin, Ev'-ry-thing's gone! Mon-ey's gone, Sweet-heart's gone,'. The third system concludes the piece with lyrics 'All is gone, all is gone, Oh, you poor old Au-gus-tin, Ev'-ry - thing's gone!'. Chord symbols (I, V7) are placed below the bass staff of each system.

Tramp! Tramp! Tramp!

Geo. F. Root

46

Tramp! tramp! tramp the boys are march-ing, Cheer up, com-rades, they will come, And be -

I I I IV I I I V7 V7 I I V V V V

neath the star-ry flag We shall breathe the air a-gain Of the free-land in our own be-lov-ed home.

I I I I IV IV I I I V7 V7 I I I

Detailed description: This block contains the musical score for the song 'Tramp! Tramp! Tramp!'. It is written in 4/4 time and consists of two systems of music. Each system has a treble and bass staff. The first system starts with a treble staff containing a melodic line with fingerings (5, 3, 2, 1, 3, 4, 3) and a bass staff with a simple accompaniment. The lyrics are 'Tramp! tramp! tramp the boys are march-ing, Cheer up, com-rades, they will come, And be -'. The second system continues the melody and accompaniment with lyrics 'neath the star-ry flag We shall breathe the air a-gain Of the free-land in our own be-lov-ed home.'. Chord symbols (I, IV, V7) are placed below the bass staff of each system.

Old Black Joe

Stephen C. Foster

47

Gone are the days when my heart was young and gay, Gone are my

I IV I

friends from the cot - ton fields a - way; Gone from the earth to a

I IV V7 (See foot-note) I

bet - ter land, I know, I hear their gen - tle voic - es call - ing,

IV I V7 I

"Old Black Joe!" I'm com - ing, I'm com - ing For my head is bend - ing

V7 I I I IV

low, I hear their gen - tle voic - es call - ing, "Old Black Joe!"

I V7 I V7 I

Foot-note - This position has not been discussed because it is difficult for small hands - However it is used very often and may be played by any student who can easily reach the seventh, from G to F.

Flow Gently, Sweet Afton

Robert Burns

James E. Spilman

48

How gen - tly sweet Af - ton, a - mong thy green

I V I IV

braes; How gen - tly, I'll sing thee a song in thy

I I V7 I

praise; My Ma - ry's a - sleep by thy mur - mur - ing

V7 I V7 I IV

stream, Flow gent - ly, sweet Af - ton, dis - turb not her dream.

I I V7 I IV I V7 I

Annie Laurie

William Douglass

Lady John Scott

49

Max - wel-ton's braes are bon-nie, Where ear - ly fa's the dew And 'twas

IV I V7

there that An - nie Lau - rie Gi'ed me her prom - ise true, Gi'ed

I IV I V7 I

me her prom - ise true, Which ne'er for - got will be, And for

V7 I I V7 I

bon - nie An - nie Laur - ie I'd lay me down an dee.

I IV I V7 I V7 I

KEY OF G MAJOR

In the section "THE 3 MAJOR TRIADS" (page 14) we located the Roots of the three major triads in the Key of G. They were G, C and D. G's chord is the Tonic chord. D's chord is the Dominant chord. C's chord is the Sub-Dominant chord. The pupil should study them with the *same care* and in the *same order*.

Tonic G B D	Build at the piano } Write on the staff }		Fundamental position
			First Inversion
			Second Inversion
Dominant D F# A	Build at the piano } Write on the staff }		Fundamental position
			First Inversion
			Second Inversion
Sub-Dominant C E G	Build at the piano } Write on the staff }		Fundamental position
			First Inversion
			Second Inversion
Dominant 7th D F# AC	Build at the piano } Write on the staff }		Fundamental position
			First Inversion
			Second Inversion
			Third Inversion

All the exercises may be transposed.

The following pieces are suitable for transposition.

TONIC	1. R.H. Downstream
	2. L.H. Fifteen Minutes to Seven
	3. R.H. Charlie
	4. L.H. For the Glory of Alma Mater
	5. R.H. Swinging. 1 accidental F#. It becomes C#
	6. L.H. Off to Drill. 1 accidental Eb. It becomes Bb
	7. R.H. Nesting Time. 1 accidental F#. It becomes C#
DOMINANT	1. R.H. Hail! Christmas Morn
	2. L.H. The Little Dutch Girl
	3. R.H. A Holiday. 1 accidental F#. It becomes C#
	4. L.H. Silver Ships
	5. L.H. Questions
	6. R.H. After the Storm. 1 accidental F#. It becomes C#
	7. L.H. The First Flight
	8. R.H. The Child and the Honey Bee. 1 accidental F# It becomes C#
SUB-DOMINANT	1. R.H. Indian Summer
	2. L.H. Fishing
	3. R.H. The Church Bell's Message
	4. L.H. He Loves Me—He Loves Me Not
	5. R.H. Lady-In-The-Moon
	6. L.H. Signs of Summer
TONIC, DOMINANT, and SUB-DOMINANT	1. L.H. The Busy Stream
	2. L.H. Comrades in Arms
	3. L.H. The Majors Visit the Emerald Isle
	4. R.H. Chapel
	5. R.H. The Majors Go A-Courting
DOMINANT 7th combined with one or more of the Triads	1. L.H. To a Ship
	2. R.H. Left! Left! 1 accidental F#. It becomes c#
	3. R.H. Birthday Secrets
	4. R.H. The Colonel's Ball. 2 accidentals F# becomes C# Bb becomes Fb
	5. L.H. A Tragedy. 1 accidental F#. It becomes C#
	6. L.H. Baby of Mine. 1 accidental C#. It becomes G#
	7. L.H. The Lazy Daisy
	8. L.H. Off to Camp. 1 accidental F#. It becomes C#

Also all the "Familiar Melodies to be Harmonized" and those included under "Accompaniments".

KEY OF F MAJOR

In the section "The 3 MAJOR TRIADS" (page 14) we located the Roots of the three major triads in the Key of F. They were F, B $\flat$ and C. F's chord is the Tonic Chord. C's chord is the Dominant chord. B $\flat$'s chord is the Sub-Dominant chord. The pupil should study them with the *same care* and in the *same order*.

TONIC F A C	Build at the piano } Write on the staff }	 { Fundamental position First Inversion Second Inversion
DOMINANT C E G	Build at the piano } Write on the staff }	 { Fundamental position First Inversion Second Inversion
SUB-DOMINANT B $\flat$ D F	Build at the piano } Write on the staff }	 { Fundamental position First Inversion Second Inversion
DOMINANT 7th C E G B $\flat$	Build at the piano } Write on the staff }	 { Fundamental position First Inversion Second Inversion Third Inversion

All the exercises may be transposed.

The following pieces are suitable for transposition:

TONIC	1. R.H. Downstream 2. L.H. Fifteen Minutes to Seven 3. R.H. Charlie 4. L.H. For the Glory of Alma Mater 5. R.H. Swinging. 1 accidental F$\sharp$. It becomes B$\natural$ 6. L.H. Off to Drill. 1 accidental E$\flat$. It becomes A$\flat$ 7. R.H. Nesting Time. 1 accidental F$\sharp$. It becomes B$\natural$
DOMINANT	1. R.H. Hail! Christmas Morn 2. L.H. The Little Dutch Girl 3. R.H. A Holiday. 1 accidental F$\sharp$. It becomes B$\natural$ 4. L.H. Silver Ships 5. L.H. Questions 6. R.H. After the Storm. 1 accidental F$\sharp$. It becomes B$\natural$ 7. L.H. The First Flight 8. R.H. The Child and the Honey-Bee. 1 accidental F$\sharp$. It becomes B$\natural$
SUB-DOMINANT	1. R.H. Indian Summer 2. L.H. Fishing 3. R.H. The Church Bell's Message 4. L.H. He Loves Me—He Loves Me Not 5. R.H. Lady-in-The-Moon 6. L.H. Signs of Summer
TONIC, DOMINANT and SUB-DOMINANT	1. L.H. The Busy Stream 2. L.H. Comrades in Arms 3. L.H. The Majors Visit the Emerald Isle 4. R.H. Chapel 5. R.H. The Majors Go A-Courting
DOMINANT 7th combined with one or more of the triads	1. R.H. To a Ship 2. R.H. Left! Left! 1 accidental F$\sharp$. It becomes B$\natural$ 3. R.H. Birthday Secrets 4. R.H. The Colonel's Ball. 2 accidentals. F$\sharp$ becomes B$\natural$ B$\flat$ becomes E$\flat$ 5. L.H. A Tragedy. 1 accidental F$\sharp$. It becomes B$\natural$ 6. L.H. Baby of Mine. 1 accidental C$\sharp$. It becomes F$\sharp$ 7. L.H. The Lazy Daisy 8. L.H. Off to Camp. 1 accidental F$\sharp$. It becomes B$\natural$

Also all the "Familiar Melodies to be Harmonized" and those included under "Accompaniments".

